

## EASTSIDE ELEMENTARY

103 Old Colony Road  
Clinton, SC 29325

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	479 Students	
<b>Principal</b>	Melodie Edwards	864-833-0827
<b>Superintendent</b>	Dr. David C. O'Shields	864-833-0800
<b>Board Chair</b>	Linda Darby	864-833-5773

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Excellent*</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Average	Below Average

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

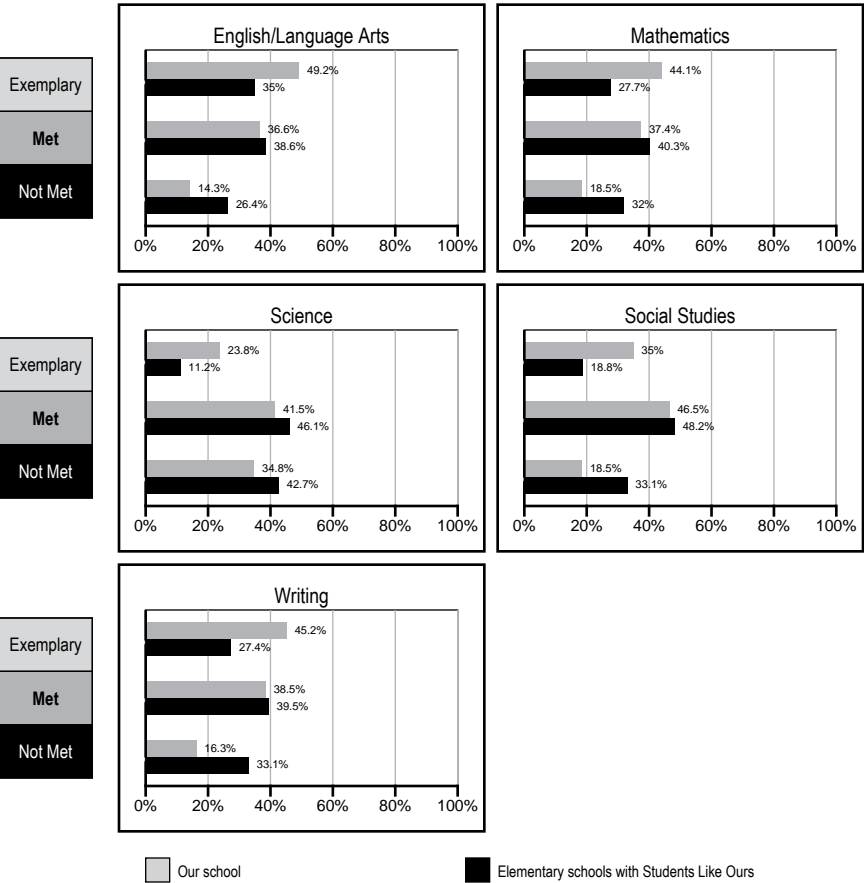
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	12	102	13	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=479)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	No Change	1.6%	1.2%
Attendance rate	96.0%	Up from 95.2%	95.7%	96.1%
Eligible for gifted and talented	16.5%	Down from 17.3%	9.5%	11.7%
With disabilities other than speech	8.0%	Down from 9.7%	9.1%	8.0%
Older than usual for grade	0.5%	Up from 0.2%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	61.8%	Up from 60.0%	59.5%	60.5%
Continuing contract teachers	97.1%	Up from 82.9%	84.9%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.1%	Up from 83.8%	87.1%	87.0%
Teacher attendance rate	95.4%	No Change	94.8%	95.4%
Average teacher salary*	\$45,012	Down 1.2%	\$46,516	\$47,288
Professional development days/teacher	7.1 days	Down from 11.4 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.1	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.7 to 1	19.3 to 1	19.2 to 1
Prime instructional time	90.7%	Up from 89.2%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.4%	Up from 91.1%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,408	Down 4.5%	\$7,533	\$7,548
Percent of expenditures for instruction**	66.9%	Down from 67.6%	67.6%	68.7%
Percent of expenditures for teacher salaries**	58.1%	Down from 59.8%	64.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Eastside Elementary School is preparing students to become confident, proficient and responsible citizens by providing a nurturing environment. Our school and district mission is to provide the highest quality education and be an advocate for all students by preparing them for future learning.

The faculty and staff at EES are committed to excellence in teaching and learning. We put an emphasis on writing and did a yearlong professional development on using "Thinking Maps". Several of our teachers participated in a Writing Project sponsored by Clemson University. One of our fifth graders was honored as this year's district winner in the State Superintendent's Writing Award program. Our fourth and fifth-grade students participated in Academy classes that were designed for reading comprehension.

Service learning projects and extracurricular activities are an important part of our curriculum. This year we raised money for Haiti Relief, March of Dimes and Relay for Life. Students participated in the BETA Club, Safety Patrol, Morning Announcements, Terrific Kids, Chorus, and Perfect Attendance Awards. Six students won bicycles for the greatest gains on MAP testing. This was the first year that our entire school participated in a historical Wax Museum.

At EES, we believe that it takes a combined effort to educate and prepare our children for the future. Our PTO and SIC work diligently to help meet the needs of our school by supporting school-wide programs and projects that make EES a great place to be. We are proud to have them as a part of the Eastside Family and we are looking forward to a great 2010-11 school year!

Melodie Edwards, Principal  
Vickie Benjamin, SIC President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	84	58
Percent satisfied with learning environment	100.0%	81.0%	91.1%
Percent satisfied with social and physical environment	100.0%	86.7%	86.2%
Percent satisfied with school-home relations	95.7%	89.3%	91.4%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	250	100	14.3	36.6	49.2	93.3	79.9	83.5	Yes	Yes
<b>Gender</b>										
Male	125	100	15.5	33.6	50.9	92.2	75.4	80.1	N/A	N/A
Female	125	100	13.1	39.3	47.5	94.3	84.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	153	100	9.5	34.7	55.8	95.9	85.9	89.6	Yes	Yes
African American	95	100	21.3	40.4	38.2	88.8	70.3	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	85.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	47.1	38.2	14.7	76.5	50.9	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	83.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	180	100	17.5	43.3	39.2	92.4	75.6	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	250	100	18.5	37.4	44.1	89.5	78.3	80.4	Yes	Yes
<b>Gender</b>										
Male	125	100	22.4	32.8	44.8	86.2	75.5	78.4	N/A	N/A
Female	125	100	14.8	41.8	43.4	92.6	81.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	153	100	13.6	32.7	53.7	92.5	85.2	87.8	Yes	Yes
African American	95	100	25.8	46.1	28.1	85.4	68.3	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	68.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	36	100	50	32.4	17.6	61.8	43.4	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	69.8	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	180	100	23.4	42.1	34.5	87.1	73.8	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	170	100	34.8	41.5	23.8	65.2	60	67.3
<b>Gender</b>								
Male	95	100	33.7	39.1	27.2	66.3	58.3	66.9
Female	75	100	36.1	44.4	19.4	63.9	61.8	67.7
<b>Racial/Ethnic Group</b>								
White	105	100	24.8	42.6	32.7	75.2	69.8	79.6
African American	63	100	50.8	41	8.2	49.2	46.1	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	45.5	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
<b>Disability Status</b>								
Disabled	30	100	62.1	31	6.9	37.9	32.5	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	44.8	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	125	100	44.2	45	10.8	55.8	52	55.4

**Social Studies**

All Students	167	100	18.5	46.5	35	81.5	66.2	70.9
<b>Gender</b>								
Male	81	100	13.9	44.4	41.7	86.1	68.3	70.1
Female	86	100	22.4	48.2	29.4	77.6	64.2	71.7
<b>Racial/Ethnic Group</b>								
White	101	100	15.5	39.2	45.4	84.5	72.1	79.2
African American	66	100	23.3	58.3	18.3	76.7	56.8	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	I/S	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	68.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	20	100	50	38.9	11.1	50	39	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	67.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	117	100	22.7	54.5	22.7	77.3	59.7	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	250	100	16.3	38.5	45.2	83.7	68.2	72.1	96	96.7
Gender										
Male	124	100	25	34.5	40.5	75	59.9	65.2	96	96.5
Female	126	100	8.1	42.3	49.6	91.9	76.5	79.2	96	96.8
Racial/Ethnic Group										
White	153	100	12.2	29.9	57.8	87.8	74.8	80.8	96	96.5
African American	95	100	23.3	51.1	25.6	76.7	57.2	59.7	96	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.2	97.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	70.8	64.6	95.8	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	N/A	N/A
Disability Status										
Disabled	34	100	55.9	29.4	14.7	44.1	26.6	27.7	95.6	96.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69.8	63.7	N/A	97.5
Socio-Economic Status										
Subsidized meals	180	100	20.3	48.8	30.8	79.7	61.2	61.9	95.8	96.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	81	100	24	38.7	37.3	76
	4	92	98.9	36	24.7	39.3	64
	5	111	100	22.6	42.5	34.9	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	72	100	8.8	26.5	64.7	91.2
	4	87	100	15.7	39.8	44.6	84.3
	5	91	100	17.2	41.4	41.4	82.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	81	100	38.7	42.7	18.7	61.3
	4	92	98.9	28.1	41.6	30.3	71.9
	5	111	100	30.2	36.8	33	69.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	72	100	17.6	30.9	51.5	82.4
	4	87	100	12	37.3	50.6	88
	5	91	100	25.3	42.5	32.2	74.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	41	100	36.8	42.1	21.1	63.2
	4	92	98.9	34.8	44.9	20.2	65.2
	5	54	100	38	44	18	62
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	36	100	54.3	31.4	14.3	45.7
	4	87	100	21.7	50.6	27.7	78.3
	5	47	100	43.5	32.6	23.9	56.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	40	100	21.6	37.8	40.5	78.4
	4	92	98.9	18	51.7	30.3	82
	5	57	100	35.7	37.5	26.8	64.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	36	100	15.2	57.6	27.3	84.8
	4	87	100	12	43.4	44.6	88
	5	44	100	34.1	43.9	22	65.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	82	100	29.9	26	44.2	70.1
	4	92	98.9	34.1	30.8	35.2	65.9
	5	111	100	26.4	33	40.6	73.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	72	100	10.3	44.1	45.6	89.7
	4	88	100	14.5	37.3	48.2	85.5
	5	90	100	22.7	35.2	42	77.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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